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The girl who completes a course using this textbook has much more than arithmetical knowledge in the fund of general information, the rules for quick estimating, and the general good sense in spending money that she will gain through the discussion and working of the problems.

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## II. COMMENT ON CURRENT EDUCATIONAL WRITINGS

1. *Two handbooks for normal schools and colleges on methods of surveying.*—School systems and higher educational institutions have for some years past exhibited the influence of the spirit of self-examination and educational stock-taking which is abroad in this country by committing themselves to the “survey” method. Three points were clearly recognized by the institutions and persons concerned: (1) that the first step in improvement of school efficiency must be the process of evaluating present conditions; (2) that this evaluation must be carried on by persons trained in the procedure, namely, disinterested specialists from the universities, foundations, and bureaus; (3) that once done by such a group the greatest good to the system or to the institution would come only through the setting up of a continuing inventory by the school system itself which would employ methods of detailed comparative analysis. Necessarily the early surveys of school systems and institutions having to blaze out a new type of technique in an unexplored field were largely of the blanket inventory type. Some were well done and resulted in great profit to the school systems in question, as witness the *Year-Long Study of the Cleveland School System* by Dr. Ayres of the Russell Sage Foundation. Others were hastily done by individuals relatively unequipped to do the task, and resulted in little permanent good to the school system.

At the suggestion of some of these surveyors school systems more recently have been conducting continuing inventories, which study in detail particular school activities, and by close co-operation of school officials and of outside specialists carry on continuous studies of methods of improving educational work. Such procedure is well illustrated by the work of Dr. H. L. Smith, Bloomington, Indiana, which work was commented on in these columns last month.

It has been recognized for some time that there is now needed a critical but constructive method of analytical procedure which can be put in the hands of school people themselves to supplement the methods of surveying that have already been established. Active in the early days of the survey movement, especially as it related to the state and higher educational institutions, was Mr. W. H. Allen. In recent years he has been trying to short-cut the necessarily slow process of educating school officials to the advantages of the self-survey—the continuing inventory—which our early survey specialists hope to see come eventually. It has been recognized that one of the most expeditious ways of getting school and college men to do this is to put in their hands manuals

of procedure of carrying it out—books which will give the entire technique of “self-survey” even to the printing of complete lists of specific questions which should be asked concerning the status of each educational activity.

Mr. Allen has centered his attention on the normal schools and colleges. The results of his labors are embodied in two handbooks of self-survey technique, one for normal schools<sup>1</sup> and one for colleges and universities.<sup>2</sup> These books are “case books” in educational analysis, planned primarily for the normal school and college administrator, secondarily for teachers in these two types of institution and for interested laymen. The normal-school book is almost entirely based upon the Wisconsin State Normal School Survey, conducted in large by Superintendent A. N. Farmer. It discusses such questions as: the reasons for self-survey; the steps which are necessary in conducting a self-survey; making self-surveys build as they go. It reveals a distinctly hypercritical attitude on the part of the writers toward nearly all of the survey-work that has been done by other persons. The book discusses problems of administration, course of study, supervision, classroom instruction, extra-curricula activities of students, and the technique of reporting surveys. The college book leaves the discussion of specific technique of conducting a survey to the normal-school book and devotes its attention to the detailed study of such problems as these: the survey movement in higher education (including another hypercritical discussion of who shall make surveys); procedure for the separate college survey; relation of trustees to president and faculty; the executive and business efficiency; faculty government; extra-curricula activities of students; the course of study; instructional efficiency; relation with college communities.

These books do not theorize. They leave construction of principles to the reader and give only the statement of specific facts. Illustrative cases are offered for every point made. The best available literature is pointed out in connection with the discussion of each activity. The statements with respect to the literature are not general but specific—the material is evaluated in detail. Sample forms, charts, record blanks, are given. Quotations are made of the procedure of progressive institutions with respect to each activity. The college book gives a résumé of progressive practice in at least fifty colleges and universities of the country.

Educational books are of value as they do either one of two things: first, as they lead to action of a progressive sort which is characterized by the improvement of some educational activity; secondly, as they help to formulate educational thought along large, progressive lines. Technique books naturally can contribute to action more immediately than can books of principles or of

<sup>1</sup> W. H. Allen and C. G. Pearse, *Self-Surveys by Teacher Training Schools*. Yonkers: World Book Co., 1917. Pp. xvi+207. Price \$2.25.

<sup>2</sup> W. H. Allen, *Self-Surveys by College and University*. Yonkers: World Book Co., 1917. Pp. xv+494. Price \$3.00.

"general surveys." To each type of book the educationist has been very largely committed in our generation. The compiler of these two books has adopted devices, however (which are probably new to educational book-making), which should contribute to much action on the part of the school and college administrators who read them. The devices include such schemes as: leaving places for memoranda by readers at intervals throughout the book; providing for the answering of specific questions regarding his own conditions by the reader; the reporting of contrasted ways of doing the same thing with the direct question to the reader, "Do you do it thus or so?"

On fundamental questions of a constructive sort, concerning, for example, the course of study, this method is frankly limited, as all such "critical" survey methods are. Its excellence is confined to detailed suggestions for the criticism of existing conditions. The use of quantitative technique, which has been shown to be the necessary tool of the makers of all the sciences, is tabooed by the compiler of these books. He would make use of the comparative method only to the extent that he would quote examples of procedure in various institutions. All methods of numerical or statistical comparisons are declared to be useless.

It cannot be doubted that this book in the hands of normal schools and college administrators will provide a powerful impetus for improvement of present methods of administering higher official work in this country.

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2. *A book for teachers on how children learn.*—The editor's introduction to Professor Freeman's *How Children Learn*<sup>1</sup> is such a clear description and evaluation of his second book on learning that we print it in full herewith:

In an earlier number of this series of textbooks the author of the present volume presented the psychological principles underlying good teaching of the so-called common-school branches. Instruction in handwriting, drawing, reading, music, spelling, history, geography, mathematics, and the sciences were analyzed into types, and the lessons of psychology applied in a way to be of much help to the teacher of these subjects. In the present volume the author takes up the growth of the child's mind and shows how good instruction in any subject and in all parts of the school system must be founded on certain general applications of psychology to the teaching process. In reading through the work here presented it is interesting to note how fully all questions as to proper mental development of children are related to the psychology of the learning process.

The present volume is a valuable study in applied psychology. It concerns itself primarily with a study of the native and acquired responses of children, and the significance of these for educational development and for social control. It is the purpose of education to deal with these native responses of children, stimulating some and repressing others, and in addition to develop in children many acquired responses which will be valuable to them in later life. In the development of the idea that

<sup>1</sup> F. N. Freeman, *How Children Learn*. Boston: Houghton Mifflin Co., 1917. Pp. xiv+317.

education means the training of the child to respond in ways which society has approved and men have found useful, the author analyzes the ways of responding which are both native and acquired with children, as these relate to their play, imitation of others, self-assertion, social attitudes, use of language, the acquirement of skills, perceptions, association and memorizing, and the thinking process. He then formulates the general principles of mental growth in children, devotes a chapter to a careful analysis of the much-debated question of the transfer of training, and concludes with a valuable chapter on mental economy and mental hygiene. In a sense the volume at hand is a textbook in educational psychology, revealing to teachers and students how all effective instruction of children must be founded on the utilization and development of the child's native and acquired responses to the stimuli of our civilization.

The book has been prepared for use as a textbook in colleges and normal schools and for use as a reading-circle book with teachers. An effort has been made by the author to use as few technical terms as are consistent with a fair degree of precision of statement, and to make the statement of general or abstract principles understandable, by the use of illustrations from familiar experiences, to the reader who has not studied psychology. In particular, schoolroom situations have been used continually as the chief source of illustrations and applications. It is confidently believed that this new volume in the series will find for itself a large field of usefulness.

E. P. CUBBERLEY

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3. *A high-school text on general science.*<sup>1</sup>—The first half of this volume treats of elementary chemistry, the latter part of elementary physics. There is a smattering of biological material treated from the standpoint of chemistry. The first chapter deals with the scientific method. Then discussions of "matter and its forms," "properties of matter," "changes in matter," lead to the chemistry of oxygen, hydrogen, water, chlorine, etc. The chapter headings often indicate that some common object of interest is taken as the point of departure for these excursions into chemistry, such as: "A Pinch of Salt," "A Study of a Match," "A Cake of Soap," "The Limestone Story." Chapter xv introduces the study of minerals, rocks, and soils. Chapter xix, on "The Potato," is the only one with a title suggestive of living things. "Matter and Motion," "Sound," "Heat," "Light," "Electricity," "Work and Energy," headings of later chapters, make it apparent that the book is following closely along the beaten lines of high-school physics.

The book is a good presentation of very elementary chemistry and physics, with simple experimental exercises written in a clear style and well organized. There is an occasional incorrect statement, as on page 69, "If water is brought just to the boiling point . . . the germs in it will be killed," and again in the definition of granite, page 156. It is poor policy to start beginners off with incorrect conceptions, even in the interest of simplicity, as is done in presenting light as ether waves (p. 283) or electricity as a fluid (p. 323).

<sup>1</sup> Delos Fall, *Science for Beginners, A First Book in General Science*. Yonkers: World Book Co. Pp. ix+382.

The book has many good features. It attempts drill in the scientific method of thinking, and some of the exercises are in problem form, though most of them are demonstrations of facts stated in the text and afford little opportunity for reflective thinking.

Four things, at least, seem essential in a book of science for beginners: (1) It should organize common experiences into generalizations, (2) proceeding in a way to make such work conscious drill in the scientific method of thinking. (3) These generalizations should be few, the ones most important in the life of the average pupil. (4) There must be much drill in the application of these few principles to real problems. It is very doubtful if chemical material is well adapted to accomplish these aims. To illustrate, it seems as if a demonstration of the power of chlorine to kill living organisms would be more worthwhile than a knowledge of the fact that antimony combines with chlorine with brilliant sparks (p. 84); the application of combustion to human respiration or to the manipulation of the drafts on a stove might better occupy space than the meaning of "id" in chemistry (p. 49).

The book impresses one as an attempt on the part of an enthusiastic chemist to pre-empt some time in the first year science for his favorite subject.

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4. *History readings*.—To the writer's knowledge Professor Webster's book<sup>1</sup> is the only book of readings which covers both the mediaeval and modern fields of European history. Since it covers the two fields, it will be of great value as an adjunct to a high-school course in mediaeval and modern history. The passages quoted are long enough to avoid scrappiness and are sufficiently concrete to hold the reader's interest throughout. Each chapter deals with one thing and presents the work of a single author, thus giving it a unity.

The book contains thirty-five chapters, twenty-two containing material dealing with the period prior to, and thirteen with the period since, Martin Luther's time. Heading each chapter is a brief explanatory statement relative to the author and the work quoted. These help the reader to see what opportunities the author quoted had for gaining accurate information. They also help him relate the material quoted to the period of history under consideration. The book can be profitably used in a number of ways. Certain chapters may be made the basis for simple exercises in historical method if enough copies are at hand. The index contains topics for oral reports, to which use much of the material in the book lends itself. Certain chapters in the book furnish excellent material for comparative studies. They show how differently the same facts are often viewed by different men. One would need duplicate copies to make such a use of the book. A final use to which the book might be put is for illustrative purposes in the hands of teachers. Many of the

<sup>1</sup> Hutton Webster, *Readings in Mediaeval and Modern History*. Chicago: D. C. Heath & Co., 1917.

extracts lend themselves to such use. They are short, concrete, and to the point.

The combination topical index and pronouncing vocabulary is a valuable adjunct to the book as a whole.

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5. *A social science for high schools*.—Mr. Bennion's book<sup>1</sup> is the outcome of his experience in teaching ethics to college Freshmen and Senior high-school students. It is made up of two parts: Part I emphasizes the nature of society and social problems and Part II the social obligations of the individual and the opportunities society offers each one for development through service.

On first thought the social-science teacher might feel that the book has no interest for her. Should such be her conclusion, based on a passing notice of the book, she will change her mind upon careful reading. A mere enumeration of a few of the chapter headings will emphasize this point: "The Function of the School," "Social Institutions," "The Conservation of National Resources," "The Conservation of Human Life," "Public Regulation of Food Markets," "Vocations," "Business Organizations," "The School Community," "The Suffrage," and "Problems of the City."

As a text the book is planned for use in the Senior year of the high school or in the first year of college. There are thirty-four chapters in the book—enough material for about seventy lessons. At the end of the book there are questions and exercises based on each chapter. These are intended to supplement the discussion in the chapter and to stimulate thoughtful consideration of social problems. By making free use of these questions a teacher could make the book the basis of a full semester's work in social problems.

6. *A new high-school history reference book*.—If one is looking for a masterly treatment of the transition from mediaeval to modern times, such will be found in this most recent book<sup>2</sup> from the pen of Professor Emerton, which has for the thread of its narrative, in the words of the author, "the working out, consciously in literature and unconsciously through social and political conflict, of the idea that individuals or bodies of men voluntarily united in a common interest might, if they pleased, speak and act for themselves." This principle is illustrated throughout the book by means of the most striking phenomena of the two hundred years under investigation.

As pointed out in his preface, professor Emerton is writing of a period in which there is a significant change in every field of human effort; a period in which the individual begins to assert his rights, the spirit of inquiry and assertions begins to displace a timid yielding to existing authority, uniformity of life begins to give way to diversity, and general ideas begin to lose their hold.

<sup>1</sup> Milton Bennion, *Citizenship, An Introduction to Social Ethics*. Yonkers: World Book Co., 1917. Pp. 181.

<sup>2</sup> Ephraim Emerton, *The Beginnings of Modern Europe, 1250-1450*. Chicago: Ginn & Co., 1917. Pp. 550.

Since all of these ideas have become so deeply imbedded in our modern life, a history of their origin will find much favor at the present time.

Professor Emerton has employed the topical method of treatment. His main topics are indicated by his ten chapter headings, which are: "The Principle of Our Modern State," "The New Empire," "The New Papacy," "The Rise of a Middle Class," "The Italian Republics of 1300," "The Hundred Years' War," "The Age of the Councils," "The Age of the Despots in Italy," "The Renaissance in Italy," and "The Northern Renaissance." Such a method involves a certain amount of repetition, which, by the way, is beneficial rather than detrimental in this case by showing the close interrelation of the historical movements considered.

The book contains a number of valuable colored maps. The system of marginal references employed is a great aid to the reader by keeping an outline always before him. The general make-up of the book greatly facilitates its use as a reference in history classes dealing with the transition from mediaeval to modern history.

7. *A technical study of high-school abilities.*—The first number of a series of studies in education to be issued by the department of education of Johns Hopkins University has just appeared.<sup>1</sup> Part I deals with the coefficients of correlation existing between the school grades of 121 graduates of the Western High School, Baltimore. Part II is a study of the relation between the results obtained in several ability tests and the school grades of 30 pupils in the academic course and 29 in the commercial, who had entered the school in September, 1915.

Of necessity the writer has made extensive use of tables and the coefficient of correlation (Pearson). The records for each of the four years are treated separately, the main facts in each year being given in a summary table at the end of each section and a summary of all four years near the end of Part I.

Trabue's language scales L and M, Whipple's word-opposite test lists A and B, and Whipple's cancellation test were used as the basis for the discussion in Part II. On correlating the results of these tests with the school grades in the various subjects the author reached the following conclusion for the study as a whole:

1. This study of the coefficients of correlation among school grades shows a considerable amount of correlation, 71 per cent of all the coefficients being equal to or greater than 0.3 and 41 per cent being equal to or greater than 0.5.
2. Drawing ranks lowest among all the subjects, the size of the coefficients being taken as a basis.
3. The correlation, as found, may be due either to a "spread of ability" or to resemblance of elements among the several school subjects. Since drawing, a subject very unlike the other ones, shows low coefficients, the correlation

<sup>1</sup> D. E. Weglein, *The Correlation of Abilities of High-School Pupils*. The Johns Hopkins University Studies in Education, No. 1. Baltimore: Johns Hopkins Press, 1917. \$1.25.



is probably due to resemblance of elements among the subjects, or at least of those things counting for success in school.

4. If it is desired to use a single subject as the basis of judgment of school progress, English is probably the best one to select for this purpose.

### III. CURRENT EDUCATIONAL PUBLICATIONS RECEIVED IN NOVEMBER

(Detailed discussions of some of the following books will appear later.)

#### A. GENERAL EDUCATIONAL THEORY AND PRACTICE

ALLEN, WILLIAM H. *Self-Surveys by Colleges and Universities*. New York: World Book Co., 1917. Pp. 394.

#### B. PUBLICATIONS OF UNITED STATES BUREAU OF EDUCATION

FOGHT, H. W. *Rural-Teacher Preparation in County Training Schools and High Schools*. Washington: Government Printing Office, 1917. Pp. 71.

ROBERTS, E. L. *Medical Inspection of Schools in Great Britain*. Washington: Government Printing Office, 1917. Pp. 69.

SMITH, ANNA TOLMAN. *Demand for Vocational Education in the Countries at War*. Washington: Government Printing Office, 1917. Pp. 16.

WEEKS, STEPHEN B. *History of Public-School Education in Delaware*. Washington: Government Printing Office, 1917. Pp. 181.

#### C. TEXTBOOKS FOR THE ELEMENTARY GRADES

FITZHUGH, PERCY KEESE. *The Boys' Book of Scouts*. Illustrated. New York: Thomas Y. Crowell Co., 1917. 8vo, pp. ix+317. \$1.25.

LONG, AUGUSTUS WHITE. *American Patriotic Prose*. Boston: D. C. Heath & Co., 1917. Pp. xv+389.

MCSPADDEN, J. WALKER. *The Book of Holidays*. New York: Thomas Y. Crowell Co., 1917. Pp. 309.

RANKIN, JEAN SHERWOOD. *Mechanics of Written English*. Illustrated. Minneapolis, Minn.: Augsburg Publishing House, 1917. Pp. ix+167.

SOUTHWORTH, GERTRUDE V., and PAINE, PAUL MAYO. *Bugle Calls of Liberty*. Syracuse, N.Y.: Iroquois Publishing Co., 1917. Pp. x+179.

THOMPSON, JEANNIE B. *The Art of Teaching Arithmetic*. New York: Longmans, Green, & Co., 1917. Pp. viii+295. \$1.35.

#### D. TEXTBOOKS FOR THE HIGH SCHOOL

CLUTE, WILLARD NELSON. *Experimental General Science*. With 96 illustrations. Philadelphia: P. Blakiston's Son & Co., 1917. Pp. xv+303.

HOWE, SAMUEL BURNETT. *Essentials in Early European History*. New York: Longmans, Green, & Co., 1917. 4th ed. Pp. xii+436. \$1.50.